

# North Carolina State University 2013 Incoming Transfer Survey: Introduction, Methods, and Student Demographic Profile

## Introduction

This series of reports presents findings from the 2013 Incoming Transfer Survey at NC State. The survey is conducted during the summer months prior to the start of the semester. Students entering into all 11 undergraduate academic units, including the Division of Academic & Student Affairs, are included.

This introductory report describes the survey's methodology and 2013 incoming transfer class. It compares gender, race/ethnicity<sup>1</sup>, academic unit, and academic preparation statistics of survey respondents with the Fall 2013 transfer student population. Reports with gender and racial/ethnic comparisons, as well as comparisons between colleges and departments within colleges, are available at <http://upa.ncsu.edu/srvy/stdnt/incoming-transfer/tr13>. In each report, summary statistics are presented for each survey topic, including student background characteristics, the application process, educational intent and interests, and goals for undergraduate education.

## Survey Methods

### Respondents

The 2013 Incoming Transfer Survey was administered online between July 3, 2013 and September 9, 2013. During the week following their attendance at Transfer Orientation during the summer prior to their first semester, students were sent e-mail invitations to participate in the survey. Those who did not attend summer orientation were also invited to participate. A total of 701 surveys were completed by enrolled and attending first-year students. This figure represents 57.7 percent of the 1,214 incoming transfer students who were enrolled in classes in the Fall 2013 semester.

### Analyses

The survey data were analyzed using standard statistical methods. In analyses not presented in these reports, responses were tested to determine whether there were significant differences between women and men, between respondents of different racial/ethnic groups, and between respondents of different colleges.

These reports attempt to provide a level of detail that makes the data more accessible and interpretable to the novice data user. A primary purpose is to highlight patterns found in responses to related question items or between comparison groups. Such consistencies among items or between groups are usually more important for understanding the data than are the sizes of the differences between individual pairs of ratings or ranks or, to some extent, whether the differences are statistically significant. While some individual small differences might be statistically significant, they may not be substantively meaningful. On the other hand, when even relatively small differences yield consistent patterns within a similar series of questions, the results are potentially more telling.

## Demographics of the First-Year Class and Survey Respondents

### Gender and Race/Ethnicity

Women were somewhat overrepresented among survey respondents, making up 48.9 percent of survey respondents, but only 44.1 percent of the first-year population (Table 1). There are no significant racial/ethnic differences between the first-year students enrolled at NC State and those who responded to the survey.

**Table 1: Demographics of First-Year Population and Survey Respondents**

Race/Ethnicity N %	First-Year Population			Survey Respondents			Response Rate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Asian Amer	42	25	67	24	13	37	57.1%	52.0%	55.2%
	3.5%	2.1%	5.5%	3.4%	1.9%	5.3%			
Black/AfrAmer	29	28	57	11	12	23	37.9%	42.9%	40.4%
	2.4%	2.3%	4.7%	1.6%	1.7%	3.3%			
Hispanic	40	30	70	24	18	42	60.0%	60.0%	60.0%
	3.3%	2.5%	5.8%	3.4%	2.6%	6.0%			
White	478	388	866	256	259	515	53.6%	66.8%	59.5%
	39.4%	32.0%	71.3%	36.5%	36.9%	73.5%			
Other/Unknown	90	64	154	43	41	84	47.8%	64.1%	54.5%
	7.4%	5.3%	12.7%	6.1%	5.8%	12.0%			
Total	679	535	1,214	358	343	701	52.7%	64.1%	57.7%
	55.9%	44.1%	100.0%	51.1%	48.9%	100.0%			

## Academic Units

Table 2 shows enrollment of transfer students and survey respondents by academic unit. The largest percentage of transfer students enrolled in the College of Humanities and Social Sciences (24.3%), followed by the College of Engineering (21.5%). Enrollment figures were lowest for the Division of Academic and Student Affairs (0.6%), College of Textiles (1.9%), College of Design (2.3%), and College of Education (2.5%).

**Table 2: Classification by Academic Unit**

Academic Unit	First-Year Population		Survey Respondents		Response Rate
	N	%	N	%	
Agriculture and Life Sciences	193	15.9%	118	16.8%	61.1%
Design	28	2.3%	19	2.7%	67.9%
Education	30	2.5%	17	2.4%	56.7%
Engineering	261	21.5%	164	23.4%	62.8%
Natural Resources	102	8.4%	49	7.0%	48.0%
Humanities and Social Sciences	295	24.3%	162	23.1%	54.9%
Sciences	103	8.5%	59	8.4%	57.3%
Textiles	23	1.9%	16	2.3%	69.6%
Management	172	14.2%	94	13.4%	54.7%
Div. of Academic & Student Affairs	7	0.6%	3	0.4%	42.9%
<b>Total</b>	<b>1,214</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>	<b>57.7%</b>

## Academic Preparation

Table 3 presents academic preparation statistics for the 2013 incoming transfer class and survey respondents. Total SAT scores were about the same among survey respondents and the incoming transfer population as a whole.

**Table 3: Academic Preparation of First-Year Class and Survey Respondents**

Academic Preparation Measure	Transfer Population	Survey Respondents
SAT Verbal	809.3	809.2
SAT Math	823.0	822.9
SAT Written	802.7	802.8
SAT Total	2435	2434.9
ACT Total	91.0	92.1

**Endnotes:**

1. The term "racial/ethnic" is used throughout these reports to recognize the potentially blurred distinction between the individual terms. In application materials students were requested to identify themselves using any number of the following categories: Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. For analysis purposes, these categories were collapsed into "Asian American," "Black/African American," "Hispanic," "White," and "Other/Unknown." ([back](#))

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